

# **Utah Career and Technical Education Program Approval Standards**

## **Family and Consumer Sciences Education**

### **EVALUATION DOCUMENT**

This document was developed to assist in evaluating Career and Technical Education Programs throughout the state. Quality CTE programs are those which meet program standards based on the quality indicators provided. The goal of the evaluation process is to assist in improving programs. Documentation for each standard must be available upon request, where appropriate.

This document is to be used as the basis for the following processes:

- 1) Program self-evaluation, improvement, goal setting, and long-range planning
- 2) On-site Reviews/Visits
- 3) Annual CTE Program Evaluation Reporting
- 4) Six-Year CTE Program Evaluation

As a department, instructors are to determine ratings for the following quality indicators. Programs with identified deficiencies will be asked to develop a CTE Program Improvement Plan.

## EDUCATOR LICENSING

<b>STANDARD 1</b>	<b>All instructors are licensed and appropriately endorsed.</b>	
<b>QUALITY INDICATORS</b>		
1.1 Each instructor is licensed and appropriately endorsed to teach all corresponding courses/ programs. Using the ratings below, determine the instructor endorsement status for each course/program taught. <div style="text-align: center;"><b>1 = NOT endorsed    OR    4 = Endorsed</b></div>		
Instructor	Course/Program	Rating
		1   4
		1   4
		1   4
		1   4
		1   4
		1   4
		1   4
		1   4
		1   4
		1   4
		1   4
		1   4
		1   4
		1   4
		1   4
If instructor(s) is/are NOT endorsed, list what steps will be taken to become properly licensed and/or endorsed. (Use additional sheets if needed.)		

### Family and Consumer Sciences (FACS) Program Offerings

<b>Adult Roles &amp; Financial Literacy</b>	<b>Food and Nutrition I</b>	<b>Clothing Construction I and II</b>
<b>Adult Roles &amp; Responsibilities</b>	<b>Food and Nutrition II</b>	<b>Sports Sewing</b>
<b>Child Care I and II</b>	<b>Food Science and Nutrition</b>	<b>Designer Sewing/Fashion Design</b>
<b>Child Development</b>	<b>Food Service Culinary Arts</b>	<b>Fashion Strategies</b>
<b>Human Development</b>	<b>ProStart I and II</b>	<b>Interior Design I and II</b>
<b>Life Management</b>	<b>Hospitality Services</b>	<b>Advanced Interior Design</b>
<b>Teen Living</b>	<b>Entrepreneurship Opportunities in FACS</b>	<b>Young Parents/Grads</b>
<b>FACS Exploration</b>	<b>Integrated Family and Consumer Sciences</b>	<b>Foundations of Nutrition</b>
<b>Technology Life and Careers</b>		

Achievement Rating			
<b>1</b> = MAJOR improvement needed	<b>2</b> = MINOR improvement needed	<b>3</b> = GOOD	<b>4</b> = SUPERIOR

Using the Achievement Ratings listed above, circle the number that best describes the degree to which your school meets the quality indicators for the program standards, which follow.

## CURRICULUM, INSTRUCTION, AND EVALUATION

STANDARD 2	Curriculum, instruction, and evaluation are based on the state-approved standards and objectives.	
QUALITY INDICATORS		Rating
2.1	Each course offered in the program is a state-approved course.	1 2 3 4
2.2	Each course offered uses state standards objectives, and/or competencies	1 2 3 4
2.3	Course/program prerequisites are followed.	1 2 3 4
2.4	The program articulates with related core and post-secondary training and/or education programs.	1 2 3 4
2.5	All students receive instruction in personal and leadership development.	1 2 3 4
2.6	Student evaluation systems are in place and based on identified program objectives.	1 2 3 4
2.7	State skill certificate tests or industry exams are administered or accessible in all courses where available.	1 2 3 4
2.8	If state skill certificate tests include Student Performance Evaluation Activities, the activities are started at the beginning of the course, and student progress is recorded throughout the remainder of the course.	1 2 3 4
2.9	Each course has a disclosure statement including goals, objectives, and grading policies.	1 2 3 4
2.10	A variety of FACS courses are offered to students.	1 2 3 4
2.11	FACS courses between the middle/junior high and high school levels are articulated.	1 2 3 4
Additional Information and/or Comments:		

### The following apply when a program has a child development lab:

	Rating
2.12 The operation of the lab functions primarily for the instructional purpose of high school students. The overall goal is to provide a quality program for students learning, instruction, and training.	1 2 3 4
2.13 Overall supervision, curriculum activities, and grading will be coordinated by the FACS classroom teacher.	1 2 3 4
2.14 All students involved in any aspect of the lab operation <b>MUST</b> be enrolled or have completed a child development and/or childcare course.	1 2 3 4
2.15 Positive guidance and discipline techniques are modeled and practiced at all times.	1 2 3 4
2.16 Lab procedures and curricula follow developmentally appropriate practices	1 2 3 4
2.17 Students teaching in the lab receive oral debriefing and/or written feedback, as soon as possible after the teaching experience, to improve their skills.	1 2 3 4
2.18 The daily schedule is posted in the lab.	1 2 3 4
2.19 Daily lesson plans are posted or available in the lab.	1 2 3 4

## STUDENT ACCESS TO PROGRAM

<b>STANDARD 3    Equal access is provided to all students, including non-traditional and special populations.</b>	
QUALITY INDICATORS	Rating
3.1 Instructional program encourages the elimination of gender bias and stereotyping. <ul style="list-style-type: none"> <li>• How do you recruit special population students into your CTE program?</li> <li>• Do your CTE program <u>promotional materials</u> seek to be representative of genders, race, color, national origin or disabilities?</li> </ul>	1 2 3 4
3.2 Educational environment honors diversity and respect of each individual. <ul style="list-style-type: none"> <li>• Do minority students enroll in your classes? Why or Why not?</li> <li>• What is done to increase enrollment of special pop students, especially male/female enrollments in programs considered nontraditional for their gender?</li> <li>• Who is designated as your school's grievance officer? Are you familiar with the grievance process?</li> </ul>	1 2 3 4
3.3 Fair and impartial practices are incorporated into the classroom to facilitate the academic achievement of all students. <ul style="list-style-type: none"> <li>• As a CTE teacher, have you ever been involved in student Section 504 plans</li> <li>• What specifically was your role in that plan?</li> <li>• What promotions or recruitment activities does the CTE program pursue within the high school and to pre-high school students?</li> <li>• What do these activities do to encourage students to enroll in nontraditional programs and to encourage students of color, national origin and disabilities to seek out and enroll in these CTE programs?</li> </ul>	1 2 3 4
3.4 Fair and impartial assessment practices are incorporated into the classroom. <ul style="list-style-type: none"> <li>• What instructional, evaluation and/or testing accommodations do you make for special population students?</li> </ul>	1 2 3 4
3.5 Facility is free of barriers that would result in the denial of access to persons on the basis of race, color, national origin or disability. <ul style="list-style-type: none"> <li>• What is done to ensure that students with limited English proficiency are successful in your classes?</li> <li>• Are there any physical barriers that will limit the access of special population students in your classroom?</li> <li>• Where would you put a student in a wheelchair in this classroom? Why?</li> <li>• What physical accommodations would need to be made to ensure the accessibility of all students in this classroom?</li> </ul>	1 2 3 4
3.6 Entire curriculum is available to all students.	1 2 3 4
Additional Information and/or Comments: Submit samples of program posters, brochures, pamphlets, handouts, testing materials, bulletin board displays, school catalog that are used in the classroom to promote enrollment and participation of ALL students (especially special pops). Do you have any 504 plans on file?	1 2 3 4

## SAFE PRACTICES

<b>STANDARD 4    Safe practices are understood and implemented.</b>	
QUALITY INDICATORS	Rating
4.1 State and/or district health and safety policies and procedures are utilized.	1 2 3 4
4.2 Teachers report and document any injury in the labs.	1 2 3 4
4.3 Food labs implement appropriate food safety and sanitation practices.	1 2 3 4
4.4 The program has ready access to a first-aid kit.	1 2 3 4
4.5 Labs are equipped with fire extinguishers.	1 2 3 4

4.6 Teachers are trained in the use of fire extinguishers.	1 2 3 4
4.7 The program has a supply of disposable latex gloves and uses them appropriately.	1 2 3 4
4.8 Freezers and refrigerators are monitored to maintain safe temperatures.	1 2 3 4
4.9 Electrical cords on equipment are arranged outside of traffic patterns.	1 2 3 4
4.10 All gas and/or electric ovens are continuous or self-cleaning.	1 2 3 4
4.11 No one under age 16 and without proper instruction, is allowed to operate commercial food service equipment.	1 2 3 4
4.12 Hot water is maintained at a high enough temperature to provide adequate sanitation	1 2 3 4
4.13 All labs are properly ventilated.	1 2 3 4

Additional Information and/or Comments:

The following apply when a program has a child development lab:	Rating
4.14 There must be at least one <b>adult*</b> in the lab at all times. The FACS classroom instructor may act in this role ONLY when NOT responsible for the instruction or supervision of students in another classroom. <i>* <b>Adult</b> is defined as a high school graduate, 18 years of age or older, involved in the lab operation.</i>	1 2 3 4 N/A
4.15 If appropriate space and ratios are maintained, the MAXIMUM number of children at any one time shall not exceed 35.	1 2 3 4 N/A
4.16 <b>Minimum Adult*/Child ratios</b> are maintained at all times: 1 adult to 4 children - age 6 weeks to two years 1 adult to 7 children - age 2 1 adult to 12 children - age 3 1 adult to 15 children - age 4 and older Students who are 16 years or older may count in the ratio if they work under the direct supervision of an adult for that age group.	1 2 3 4 N/A
4.17 There must be at least two caregivers in the lab at all times when there are more than six children present. (A student 16 years or older may be one of the caregivers if working under the direct supervision of an <b>adult*</b> .)	1 2 3 4 N/A
4.18 The lab is included in the school health and fire inspections.	1 2 3 4 N/A
4.19 The lab has a first-aid kit, or a first-aid kit is readily accessible.	1 2 3 4 N/A
4.20 If a child becomes ill, he/she is separated from the group and parents are contacted. Ill children are not allowed in the lab.	1 2 3 4 N/A
4.21 Sufficient custodial support is allocated to ensure the lab and restroom are cleaned daily when the lab is in operation.	1 2 3 4 N/A
4.22 Hand washing for 20 seconds with soap and water is practiced before and after food preparation, eating, and after using the toilet.	1 2 3 4 N/A
4.23 Adult employees shall be hired through the district personnel procedures including background checks.	1 2 3 4 N/A
4.24 Adult employees must hold current First Aid and CPR certifications.	1 2 3 4 N/A
4.25 Child-sized restroom facilities are available in or near the lab. If adult-sized restrooms are used, appropriate accommodations are made i.e., step stool, etc.	1 2 3 4 N/A
4.26 The restroom area must have at least two adults/students if a child needs assistance in	1 2 3 4 N/A

using the toilet	
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<b>The following apply when a program has a child development lab:</b>		<b>Rating</b>
4.27	The lab must have a telephone.	1 2 3 4 N/A
4.28	A fenced outdoor play area is provided.	1 2 3 4 N/A
4.29	Mats and/or cots are provided for rest.	1 2 3 4 N/A
4.30	Meal and snack menus are planned for each day of the week. Menus may be cycled at a minimum of two weeks.	1 2 3 4 N/A
4.31	A written school or district policy manual of all policies and procedures is available and distributed to all parents of children enrolled.	1 2 3 4 N/A
4.32	The lab has a lab policy manual.	1 2 3 4 N/A
4.33	Indoor activity equipment and toys are cleaned and sanitized weekly, or more often as necessary.	1 2 3 4 N/A
4.34	Lights or sufficient natural lighting in the lab remain on at all times children are in the lab, including sleep/nap time.	1 2 3 4 N/A
4.35	Indoor play area is recommended at 35 square feet per child.	1 2 3 4 N/A
4.36	Personal hygiene items such as combs and toothbrushes may not be shared between children. They are to be labeled (with the child's name) and stored separately.	1 2 3 4 N/A
4.37	Proof of immunization or evidence of a personal, medical, or religious exemption must be on record.	1 2 3 4 N/A
<b>The following apply when a program has a child development lab:</b>		<b>Rating</b>
4.38	If space and ratios are maintained, there is a maximum of 8 children under the age of 2 at any one time, or a maximum of 14 children aged 2 at any one time.	1 2 3 4 N/A
4.39	A separate area containing cribs and a rocking chair for infants, for children under age 2.	1 2 3 4 N/A
4.40	Proper sanitary diapering procedures are posted and followed.	1 2 3 4 N/A
4.41	Toys used for infants during the day are washed daily.	1 2 3 4 N/A
4.42	Records of diapering, sleeping, and bottle feeding times are maintained for each infant.	1 2 3 4 N/A
4.43	Personal items such as diapers, bottles, etc. may not be shared between children. They are to be labeled and stored separately.	1 2 3 4 N/A
4.44	Maintain air temperatures between 75 and 85 degrees Fahrenheit.	1 2 3 4 N/A
Additional Information and/or comments.		

## LONG-RANGE PLAN

<b>STANDARD 5</b>		<b>There is a 3- to 5-year written plan that provides program direction and improvement.</b>
QUALITY INDICATORS		Rating
5.1	Instructors have developed a 3- to 5-year program plan that is reviewed and updated annually. Plans may include strategies for articulation with other education institutions; establishing and maintaining industry and education partnerships; achieving skills certificates or recognized credentials; repairing, replacing and purchasing equipment; recruiting and mentoring students, etc.	1 2 3 4
5.2	Recommendations and suggestions provided by district and school administrators, accreditation teams, counselors, and advisory committees are considered in developing the plan.	1 2 3 4
Additional Information and/or comments.		

## CTE LEADERSHIP ORGANIZATIONS (CTSOs)

<b>STANDARD 6</b>		<b>Intra-curricular student leadership training opportunities are provided through FCCLA.</b>
QUALITY INDICATORS		Rating
6.1	Students enrolled in the program have an opportunity to affiliate and participate in FCCLA. <ul style="list-style-type: none"> <li>What specific strategies are used to recruit special population students into your CTSO?</li> <li>How many special population students are members of your CTSO?</li> </ul>	1 2 3 4
6.2	FCCLA is an intra-curricular part of the program.	1 2 3 4
6.3	FCCLA provides opportunities for student to participate in community service activities.	1 2 3 4
6.4	FCCLA provides opportunities for students to participate in leadership training activities.	1 2 3 4
6.5	FCCLA provides opportunities for students to participate in regional, state, or national competitions.	1 2 3 4
6.6	School/district makes provision for travel expenses and release time for the advisor(s) to participate in FCCLA activities.	1 2 3 4
6.7	School/district makes provision for travel expenses and release time for students to participate in FCCLA activities.	1 2 3 4
6.8	The local FCCLA chapter is affiliated with the appropriate state and national organizations.	1 2 3 4
Additional Information and/or Comments:		



## ADVISORY COMMITTEE

<b>STANDARD 7</b>	<b>The program utilizes an advisory committee. Functions of the advisory committee may include annual program evaluation, long-range planning, marketing, suggestions and recommendations.</b>	
QUALITY INDICATORS		Rating
7.1 Program utilizes an advisory committee with appropriate representation, such as business, industry, education, community, government agencies, and special population groups. <ul style="list-style-type: none"> <li>What are the demographics of the CTE advisory committees in terms of gender, color, national origin and disabilities?</li> </ul>		1 2 3 4
Additional Information and/or Comments:		

## EQUIPMENT & SUPPLIES

<b>STANDARD 8</b>	<b>Proper equipment and adequate supplies are available to maintain and support the program.</b>	
QUALITY INDICATORS		Rating
8.1 Equipment provided is consistent with program objectives.		1 2 3 4
8.2 Established procedures for the maintenance, repair, and replacement of equipment are followed.		1 2 3 4
8.3 Supplies or an annual supply budget is provided for the program.		1 2 3 4
8.4 Current inventory of equipment is on file and updated annually.		1 2 3 4
8.5 Each classroom and/or lab has at least one computer with Internet access and email capability for instructors.		1 2 3 4
8.6 Department laundry facilities and equipment are not shared with the custodial staff		1 2 3 4
Additional Information and/or Comments:		

## FACILITIES

<b>STANDARD 9</b>	<b>Classrooms, laboratories, and storage areas provide adequate, quality, and safe learning environments to meet program objectives.</b>	
QUALITY INDICATORS		Rating
9.1 Facilities provided for the program are consistent with program standards and objectives.		1 2 3 4
9.2 Environmental factors, such as air and water temperature, noise, ventilation, light, and particulate control are maintained at appropriate levels.		1 2 3 4
9.3 Storage space is functional and sufficient for instructional materials, supplies, and equipment.		1 2 3 4
9.4 Classrooms and laboratories are safe, clean, properly maintained, and in good repair to provide an environment conducive to learning.		1 2 3 4
9.5 Facility repairs and improvement requests are submitted and resolved in a timely manner.		1 2 3 4
9.6 Instructor workstations are adequate and appropriately equipped.		1 2 3 4

9.7	Adequate custodial support is provided in lab areas to maintain a clean and sanitary environment.	1 2 3 4
9.8	Storage areas are clean and organized.	1 2 3 4
Additional Information and/or Comments:		

## INSTRUCTIONAL MATERIALS

STANDARD 10	Appropriate instructional materials are available to achieve the goals and objectives of the program.	
QUALITY INDICATORS		Rating
10.1	Instructional materials support state-approved standards and objectives.	1 2 3 4
10.2	Adequate instructional materials are available for all students in all courses.	1 2 3 4
10.3	Instruction is enriched with appropriate instructional technology and related resources such as computers and software, CD-ROM, access to the internet, audiovisual aids, etc.	1 2 3 4
10.4	The instructional materials utilized in the department are 5 years old or less and are on the school purchase rotation schedule.	1 2 3 4
10.5	Materials are available in the school for students to become aware of a broad range of careers, continued education and/or training opportunities.	1 2 3 4
Additional Information and/or Comments:		

## STUDENT/INSTRUCTOR RATIO

STANDARD 11	Reasonable enrollment and appropriate student/instructor ratios are maintained to ensure that program objectives are met in a safe and effective manner.	
QUALITY INDICATORS		Rating
11.1	Enrollment in laboratory courses does not exceed the available workstations.	1 2 3 4
11.2	Enrollment in all courses ensures that the program objectives are met in a safe and effective manner.	1 2 3 4
Additional Information and/or Comments:		

## BUDGET

<b>STANDARD 12     The program has an annual operating budget.</b>	
QUALITY INDICATORS	Rating
12.1 All instructors provide input in regard to the amount of their annual operating budget.	1 2 3 4
12.2 All instructors have access to and control over an annual supplies budget.	1 2 3 4
12.3 Allocated resources are sufficient to provide for the maintenance, repair, replacement of equipment and the operation of the facility.	1 2 3 4
12.4 When lab fees are collected, they are expended for supplies used by students enrolled in the course/program.	1 2 3 4
12.5 If skill certificate funds are available to the department, they are expended consistent with the department's overall goals and long-range plans.	1 2 3 4
12.6 TLC funds are expended in accordance with state guidelines and as recommended by the school TLC team.	1 2 3 4 N/A
Additional Information and/or Comments:	

## ADMINISTRATION SUPPORT

<b>STANDARD 13     District and school administration understand and demonstrate support for the program.</b>	
QUALITY INDICATORS	Rating
13.1 Innovative instruction and program enhancements are encouraged and supported.	1 2 3 4
13.2 Faculty input is considered prior to determining teaching assignments and schedules in an effort to facilitate efficient classroom/lab management and utilization.	1 2 3 4
13.3 Instructors ensure that counselors are familiar with the goals, objectives, activities, prerequisites, enrollment guidelines and curriculum of the program.	1 2 3 4
13.4 Instructors ensure that administrators are familiar with the goals, objectives, activities, prerequisites, enrollment guidelines and curriculum of the program.	1 2 3 4
13.5 Counselors register students based on the goals, objectives, activities, prerequisites, and enrollment guidelines of the program.	1 2 3 4
Additional Information and/or Comments:	

## PROFESSIONAL ASSOCIATION & DEVELOPMENT

<b>STANDARD 14</b>	<b>Instructors participate in appropriate professional association and professional development activities.</b>	
QUALITY INDICATORS		Rating
14.1	Instructors maintain membership in related state and national professional organizations.	1 2 3 4
14.2	Instructors strive to upgrade their skills and knowledge by attending conferences, conventions, college courses, staff development in-service, and other sources of training.	1 2 3 4
14.3	Instructors act as role models for students and exhibit leadership, teamwork, ethical and professional practices.	1 2 3 4
Additional Information and/or Comments:		

## CTE CAREER PATHWAYS

<b>STANDARD 15</b>	<b>Students have the opportunity to concentrate in State Recognized CTE Career Pathways.</b>	
QUALITY INDICATORS		Rating
15.1	CTE courses are organized into State recognized CTE pathways	1 2 3 4
15.2	Courses offered allow students to complete or concentrate in CTE pathways	1 2 3 4
15.3	High School to College Articulation Maps are developed showing CTE Pathway connection to specific college majors or ATC programs available in region, including Tech Prep and Concurrent Enrollment options	1 2 3 4
15.4	CTE pathway information is available and understood by teachers and counselors	1 2 3 4
15.5	Counselors use CTE pathway information to assist students plan their HS schedules	1 2 3 4
Additional Information and/or Comments:		

## On-Site Utah CTE Program Evaluation Report School:

**Program Area:** Family and Consumer Sciences  
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### Commendations:

- 1.
- 2.
- 3.

### Needed Improvements (including deadline for completion):

- 1.
- 2.
- 3.

\* Programs with needed improvements will be asked to develop a CTE Program Improvement Plan.

### Other Suggestions:

- 1.
- 2.
- 3.